



Priory Staff 'Shop of Support'

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PRIORY TEACHING STAFF 'SHOP OF SUPPORT'

SUPPORT AVAILABLE FOR ALL TEACHING STAFF AT PRIORY

This document outlines the **type** of collaborative support on offer for **all staff** at Priory, **you**, to complement **your** CPD, as well as our PM, appraisal or capability processes.

This 'shop of support' is not an exhaustive list. It will evolve year on year and throughout the year. It will be specific in some cases to certain individuals – whether that be teachers, TA's or the headteacher for example, but is nevertheless listed within this document to provide concrete examples of the type of support available to **you** as an individual, as and when **you** might need or want it.

It will allow **you** to **initiate** conversations (please don't wait for colleagues to approach you) with colleagues about what needs to improve, what will move **you** from good to great, but importantly, **how** that might be achieved.

Why should I need support?

- Minimum expectations (as outlined in the teacher standards) are that *'you make the education of your pupils your first concern, and are accountable for achieving the highest possible standards in work and conduct. Where you act with honesty and integrity; have strong subject knowledge, keep your knowledge and skills up-to-date and are self-critical; where you forge positive professional relationships; and work with parents in the best interests of your pupils.'* (Teacher standards document)
- Because **you** must ensure the best academic and pastoral progress of **all** our pupils.
- **You** must be willing therefore to reflect on **your** practice, year on year, to **avoid complacency** and change, evolve or tweak the way **you** do things so **your** practice is continuously honed and improved to achieve this.
- Because, *'what got you here, will not necessarily get you there'* – **you** must break any mind-set that chain **you** to certain ways of doing things and to doing things the way **you** have always done them.
- Because the highest form of accountability is **your** own professional accountability for the quality of **your** work and to the pupils who **you** support.
- Because **you** must be an agent of **your** own accountability - committed to **your** own professional learning – improving **your** pedagogical skills, accessing and using best evidence, innovating, evaluating and improving learning.
- Because **you** must ultimately take ownership and accountability of **yourself** for the outcomes and the quality of education that **you** provide at Priory.

What will Priory aim to do?

- **Recognise that work is a huge part of our lives, and that our lives can affect our work.** Therefore, help address this '**lifestyle balance**' by providing '**professional support**' that enables us to be the best we can be in our work as well as '**personal support**' that focus on our welfare and well-being.
- Recognise that developing the quality of leaders, teachers, TA's and support staff is one of the most important jobs in the school and make it the starting point that professional learning can always be better.
- Ensure there is sufficient investment in professional learning for **you**, and that developing professionalism is a key strategic priority.
- Remove obstacles and create the conditions that will allow **you** to develop.
- Support **you** to work collaboratively to evolve, to cultivate peer learning within school and between schools and to encourage innovation.
- Support **you** to plan and evaluate **your** teaching with colleagues, observing and learning from each other and sharing what works within or across groups of schools.
- Support **you** to access, where necessary and at the right times, relevant support as listed in this document.
- If necessary, prioritise support in the following order. Those staff following:
 - Formal capability
 - Informal capability
 - Appraisal
 - Staff not following appraisal or capability procedures.

'PROFESSIONAL SUPPORT' AVAILABLE FOR ALL TEACHING STAFF AT PRIORY

- Support to progress through Main Scale, UPR, Lead Practitioner and TLR scales
- Opportunity to work alongside the SLT as the **Leadership Intern** (a 1- or 2-year package)
- Support (financial or otherwise) to undertake a **Masters Degree** related to Education or other associated qualifications related to your work. Please note, it may not be possible to accommodate all requests, therefore the following process should be followed:
 - Staff to indicate an interest in the first instance to their line manager (preferably the June prior to commencement of the course)
 - Discuss how the qualification might impact on them:
 - Personally
 - Department/other colleagues
 - Whole school
 - Complete our brief application form covering:
 - Expression of interest
 - Summary/Explanation of the intended qualification
 - Cost
 - Summary/Explanation of which of the following criteria the course will meet and how:
 - Whole school, **School Improvement Key Objectives** for that academic year
 - Other whole school practice/processes
 - Department/other colleagues
 - Personally
 - If necessary, priority will be given to those qualifications that support the above criteria in that order.
 - Terms and conditions may apply to justify any financial or otherwise support offered (please see Cheryl Barker for further information)
- Through discussion, responsibility in **UPR Responsibility Projects** (according to need) to allow UPR staff to 'Maintain and Sustain' their scale
- Support within Priory from **other colleagues** – e.g. Teaching staff, T&L team, ELT lead, TLR Postholders, Intern (Pupil Premium/Boy's Champion), SLE's, Lead Practitioners
- Support for staff to **become markers for their exam board**. 2 days working away from school will be provided to staff who are markers in the summer term provided staff professionally develop colleagues with their knowledge/understanding.

- Support for staff to become **Lead Examiners for their exam board**. 3 days working away from school will be provided to staff who are **Lead Examiners** in the summer term plus 2 further training days as necessary by the Exam Board - provided staff professionally develop colleagues with their knowledge/understanding.
- Support for staff in becoming Specialist (subject) Leaders in Education (**SLE's**) **applications** – (through our Teaching School alliances)
- Support staff in becoming **Lead Practitioners** within Priory
- Support staff through SSAT **Lead Practitioner Accreditation**
- Support **NQT's, RQT's** through the government's '**Accelerate Programme**' – accessing expert support to become better classroom teachers
- Support those staff interested in becoming **expert coaches** for the Accelerate Programme.

Coaches on the Accelerate programme will:

- receive first-class training to develop their coaching skills further
- have access and entitlement to their own coach/professional supervisor
- be part of a network of coaches who will support and learn from each other
- have the privilege of working with a group of teachers starting their careers and help them to accelerate their classroom practice to reach excellence
- Support for staff in becoming National Leaders in Education (**NLE's**) **applications**.
- Support from **SLT** in:
 - Leadership, Appraisal, Performance Management – **ME**
 - T&L, DP – **LCO**
 - Data and all pupil outcomes & Curriculum – **NG**
 - Pastoral, Behaviour for Learning – **DC**
 - DP & Boys progress – **PM** (Leadership Intern)
- New/continued support from a teacher/s/leader/s from **another school/s**.
- **Visiting** other teacher/s/leader/s from other school/s - observing lessons, leadership discussions, moderation etc.
- Involvement in **Learning Walks**.
- **Regular meetings** with ELT lead/SLT subject line manager (co-ordinator).
- **Observations** of other colleague/s/department/s - including those at other schools, and other colleagues at Priory.

- Support from **Lancashire advisors** – please refer to the relevant documents highlighting support available such as:
 - Specialist (subject) Leaders in Education (SLE’s)
 - Senior advisor support – to undertake external reviews such as:
 - Behaviour and attendance
 - SEN Support
 - Curriculum and schemes of work
- Support from our **Teaching School Alliances** (Preston TSA, Endeavour Learning Trust TSA (ELTSA), Red Rose TSA) – please refer to the relevant documents highlighting support available such as:
 - Specialist (subject) Leaders in Education (SLE’s)
 - Subject network groups with the ELTSA
 - Preston’s TSA – leadership conference attendance
 - Preston’s TSA – Leading teams courses and school support staff courses
 - Preston’s TSA – involvement in research and development projects
 - RedRose TSA CPD Twilight Programme.
 - ELTSA executive support/involvement in SEND, CEIAG, CPD, Curriculum and assessment.

We are a PiXL (partners in excellence) school therefore support from:

- **PiXL** - Strategies and attendance at subject specific conferences
- **PiXL** - Engagement leadership programme
- **PiXL** - Middle leaders programme
- **PiXL** – The Outstanding Middle leaders of the Future Programme
- **Primary transition project work** – English based – Maths based.
- Secondary work with **Maths disadvantaged KS4** (Lancs sub regional improvement board).
- **SIP** support.
- **Independent associate advice** where applicable.
- **Qualified mentor status** for ITT mentors.
- **IRIS** – for T&L support
- **Chartered Teacher Status** – support for applications to join the next cohort of the Chartered Teacher Programme (CTeach). Chartered Teacher status recognises excellent teachers and their skills, knowledge and behaviours, in delivering the best possible education for children and young people.

What’s the programme about? Whereas other CPD programmes may have leadership in mind, CTeach is focused on classroom practice. Over 14 months, teachers will undertake a range of assessments and learning to develop and showcase their knowledge and skills.

How can it benefit you? Chartered Teacher Status celebrates high-quality teaching practice which can change lives. Participating in the programme can support the personal and professional development of you while also developing the knowledge of effective classroom practice.

If you are a member of staff with at least three years of teaching experience who would benefit from CTeach, please visit chartered.college/chartered-teacher or email charteredteacher@chartered.college to find out more.

'PERSONAL SUPPORT' AVAILABLE FOR ALL STAFF AT PRIORY

- Collectively, as a staff, help ourselves and help each other address our *'lifestyle balance'*.
- Recognise the signs in ourselves and our colleagues when the demands (professional and/or personal) on you/your colleague outstrip your/their belief in your/their ability to cope with them and:
 - Let others know/talk to colleagues
 - Discuss possible short-term solutions
 - Discuss possible longer-term solutions
 - Focus in addition, on what is going well – the positive.
- Support the Health and Safety Executive's (HSE) 'Go Home Healthy' programme, so that we take health risks as seriously as safety ones, particularly the prevention of work-related stress.
 - The [Talking Toolkit](#) is a downloadable free resource, which gives staff in school templates for simple, practical conversations about work issues which can be causes of stress, if they are not managed properly. The toolkit has six templates for six different conversations to be held between school leaders, line managers and staff. Each conversation is shaped around an area which, if not

properly managed, is associated with poor health, lower productivity and increased sickness absence.

- A culture where open and honest discussions with SLT/your line manager regarding your thoughts and ideas on how we might improve our welfare as staff are welcome.
- A culture where open and honest discussions with colleagues, who may wish to discuss their own particular circumstances, will be facilitated as a viable alternative to capability. Please see Mr Eastham (or line manager in the first instance), should you wish to engage in a without prejudice and protected conversation – an ‘off the record’ conversation to discuss your own particular situation.
- Support for staff to become markers for their exam board. **2 days working away from school will be provided to staff who are markers in the summer term** provided staff professionally develop colleagues with their knowledge/understanding.
- **‘Welfare Wednesdays’** – no staff INSET on the last Wednesday before every half term/term break so staff can plan to leave and do something for themselves.
- Whole staff INSET days undertaken each Wednesday after school rather than full days in school (with the exception of the first Inset day back in September) – allowing for greater flexibility for return to school following holiday periods/bank holidays.
- Open discussion with Headteacher regarding **‘special leave’** if required.
- **‘Leadership lunches’** every Friday – an opportunity for SLT and ELT to get together for informal discussion and chat.
- **‘Healthy leaders’** course followed by ELT with our external associate.
- **Tea and coffee** available at the start of staff briefings in the staff room.
- **Staff socials** – BBQ’s/meals out/Christmas meal etc.
- Levels of support that may need to be considered to assist in reducing any workplace stress that may have a detrimental impact on future health and attendance i.e. **Occupational Health Referrals, Counselling sessions, Health Risk Assessments, Education Support Partnership, ASCL Wellbeing Zone** etc.
- **Pre-order lunch service**
- Access to the **Digital Healthy Schools** platform for staff
- **Staff Welfare activities at reduced rates** – please see those items marked in yellow in the staff calendar i.e. Yoga, Zumba classes etc.
- **‘Listening Tree’ support** – a forum to allow staff to review and reflect on their practice.
- **Results day** – continental breakfast provided for staff coming in on results day to see how our pupils have done.
- **Free NHS Health Checks/Flu Jabs for eligible staff including:**
 - *Blood pressure and pulse*
 - *Total / HDL cholesterol test*
 - *Height, weight, BMI and waist measurement*
 - *Lifestyle assessment of risk factors*

- *A calculation of your risk of developing heart disease or stroke in the next 10 years.*
- *Advice and information on how to reduce your risk.*